Queens Church of England Academy

Latin Policy

Adopted by the Leadership team **January 2026**

Approved by full Governing Body **January 2026**

Signed by chair of governors

To be reviewed **January 2028**









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Intent

Much of what we learn at Queens involves building pupils' vocabulary. Latin and its roots play a huge part in our English language and we believe that the teaching of Latin will help children to understand the structure of language: not only English, but French, Spanish and Portuguese. Latin will give children the building blocks to work out derivatives and unpick unfamiliar words which will then aid comprehension.

For many of our children, English is their second language and we feel Latin supports their learning of English more than languages such as French or Spanish might.

Implementation

The National Curriculum clearly states that the language taught at KS2 can be either modern or ancient, and that the purpose of its teaching is to improve understanding in that language. We believe that the teaching of Latin will help children to improve both Latin and English understanding. For ancient languages, it states, the focus is a linguistic foundation for reading comprehension. It also points out that learning an ancient language at KS2 may well support the learning of other languages at KS3.

The "Minimus" scheme purchased for the academic year 2021-2022 and beyond, tracks the adventures of a family living at Vindolanda (near Hadrian's Wall) at the beginning of the second century AD. Pupils will learn a little of what life was like when the Romans invaded, to serve in the Roman army and to support their learning of the Romans within their History topic in Year 3. Year 3 do not begin their Latin journey until the summer term when they study the ancient Romans in their History unit of work. The course is divided into 12 chapters which the children will study across their 4 years at Queens. Each chapter has the same structure: a picture story, words to help, grasping the grammar, a Roman report, Latin roots, Mythology, Grammar summary and Words to remember. Pupils are encouraged to read aloud (and not be concerned particularly about pronunciation, although there are clear pointers for specific sounds) and to learn the key vocabulary. The children have both exercise books in which to carry out the specific activities from the textbooks, and also a workbook for consolidation and extension activities alongside. There are also further resources available for teachers and pupils on their website: https://www.minimuslatin.co.uk/ The subject leader, supported by members of SLT, carefully monitors the teaching and learning as well as carefully planning all lessons and providing resources.

Impact

Class teachers assess pupils' attainment using a range of informal strategies, including marking and verbal feedback. The subject leader monitors the impact of the taught curriculum through learning walks, work trawls, pupil interviews and staff discussions. This monitoring is recorded termly on Subject Snapshots, which are shared with SLT. Feedback is given to staff, including individual or year-group feedback as appropriate. The findings feed into the termly Subject Status Form and this information is used to identify key priorities for the subject, including changes to Long Term Plan, as part of the AIP.

See also Latin Cover Sheet, Latin overview, Latin Subject Status Form, Snapshots (monitoring) and half termly planning